DOCUMENT RESUME

ED 222 142 HE 015 566

AUTHOR Jenkins, Jeannette; And Others
TITLE Promoting Persistence Through Cognitive Style Analysis and Self-Management Techniques.
PUB DATE 81
NOTE 67p.; Some charts may not reproduce well due to small print.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; *Academic Advising; *Academic Persistence; *Cognitive Style; Eligibility; Experimental Programs; Guidance Programs; Higher Education; *High Risk Students; School Holding Power; *Teacher Education
IDENTIFIERS *Southern Illinois University Carbondale

ABSTRACT

Three research studies were conducted by the academic advisers in the College of Education at Southern Illinois University-Carbondale to test a method of increasing retention and academic performance of currently enrolled high-risk students. Students recruited for the research had had less than 75 hours passed and grade points below 2.15, making them ineligible for the teacher education program. For each study, experimental and control groups were used. In the experimental groups, each adviser worked with students using tests, diagnostic test interpretation, and academic counseling to find the most effective cognitive learning style. Self-management techniques were designed and used so students could analyze and control their behavior while striving for success. The first study was designed to increase retention and academic performance to make them eligible for the teacher education program. The strategies resulted in improved academic performance. The second study followed the original participants through their field experience and professional semester to graduation. Continued treatment helped students raise and maintain grades at an adequate level for student teaching. The third study worked with a new group of students with grade point averages below 2.25 to increase retention and academic performance. This study confirmed the first study's results, and expansion of the treatment to include underachieving students in other majors is recommended. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED222142

PROMOTING PERSISTENCE THROUGH COGNITIVE STYLE ANALYSIS AND SELF MANAGEMENT TECHNIQUES

By:
Jeannette Jenkins, Eryn Moore,
and Aveniel Cherry

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jeannette Jenkins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 015 566

PROMOTING PERSISTENCE THROUGH COGNITIVE STYLE ANALYSIS AND SELF MANAGEMENT TECHNIQUES

By Jeannette Jenkins, Eryn Moore, and Aveniel Cherry

INTRODUCTION

Southern Illinois University at Carbondale has established admission requirements in order to screen out students with a low probability of success. High school graduates who do not meet the admission requirements are encouraged, however, to submit application for admission to the University, and if they demonstrate potential for academic success, they may be considered for entry through the Special Admission Program. This requires participation in academic assistance activities, including tutorials and basic skills courses designed to enhance their opportunities for success. High school graduates who do not meet usual requirements but who rank above the thirty-three percentile by either established class rank or entrance examination scores are admissable for spring semester on a conditional basis. Once admitted, they must meet scholastic requirements for probationary students in order to continue attendance.

Some majors throughout the University have higher retention standards than do others. Students who are preparing to be teachers fall into this category. Although students can be admitted to the College of Education with an overall grade point that is less than 2.15 on a 4.0 scale, they must have attained at least a 2.15 average by the time they are ready to apply for admission to the Teacher Education Program. To be retained in the program and complete requirements for graduation and teacher certification, they must attain an overall grade point of at least 2.25 and receive departmental approval. Both of these requirements must be met before a student receives final clearance for a student teaching assignment.

Instead of admitting to universities or colleges a larger number of students who have a low probability of persisting and are apt to become dissatisfied with their college experiences, it is suggested by researcher Terri Stevens that "current students' needs and aspirations should be met."[1] These may range from the need for special supportive services to correct their weaknesses to that of finding ways to develop their strengths. At a four-year institution, any change that prevents students from dropping out can affect three classes of students at once, whereas changes in recruiting practices can affect only one class in a given year. According to Alexander Austin, investing resources to prevent dropping out may be more cost effective than applying the same resources to more vigorous recruitment. More important from an educational standpoint, changes that help students complete college represent a real service to them, whereas recruiting efforts may simply change students' choice of institution.[2]

With retention as a top priority at Southern Illinois University-Carbondale, as it is nationwide, the advisers in the College of Education felt it important to conduct research to test a method of increasing the retention and academic performance of currently enrolled high risk students. Students recruited for this particular research have had less than 75 hours passed and grade points below 2.15, making them ineligible to be admitted to the Teacher Education Program.

Three research studies have been conducted by the advisers on "Promoting Persistence Through Cognitive Style Analysis and Self-Management Techniques." Each adviser worked with selected students by testing, diagnostic interpretation of tests, and academic counseling (advising) to find out the cognitive learning style which would appear to work most effectively with the students. Then, self-management techniques were set up so that students could analyze and control

their behavior while striving for persistence. The aim of the first study was to work with students whose grade point averages were below 2.15 to increase their retention and academic performance in order to make them eligible for admission to the Teacher Education Program. The second study aimed to follow the original participants with continued guidance through their field experience and professional semester to graduation. The purpose of the third study was to work with a new group of students with grade point averages below 2.25 to increase retention and academic performance, enabling them to be eligible for the Teacher Education Program or student teaching and eventual graduation.

Presenting the Data

In each of the studies, the population consisted of an experimental group and a control group. Statistically, the overall purpose of the studies was to compare and determine the significance of the difference between the grade point averages of the students in the experimental and control groups over a period from Pre-fall, 1979, through Spring Semester, 1981. For each of the groups, mean ($\bar{X}$) grade point averages (G.P.A.) and Standard Deviations (S.D.) were computed by semesters. Because the samples of students were small and independent from the same population, the significance of differences between the groups (experimental and control) was determined by the "F" test through the use of variances.[3] The data obtained are presented in tables. Tables IX and XXIX indicate no significant differences exist between the control and experimental groups at the pre-test stages.

PILOT GROUP

STUDY I

The first study was designed to increase participants' retention and academic performance to make them eligible for admittance to the Teacher Education Program.

Method of Selection

During the latter part of the fall semester of 1979, thirty-six high risk students whose grade points were below 2.15 were identified through a computer printout. These students were advisees of Mrs. Cherry, Mrs. Jenkins, and Dr. Moore. They were freshmen, sophomores, and first semester juniors majoring in Elementary Education, Early Childhood Education and Special Education.

From the original list of thirty-six students:

1. Nine either changed their major, were suspended, or dropped out of school for fall semester of 1979.
2. Twenty-seven were contacted by mail at the beginning of fall semester, 1979, and asked to participate in the pilot study. Eleven volunteered.
3. Fifteen did not acknowledge receiving the invitation.

At the beginning of spring semester, a second attempt was made to contact these fifteen personally. From this list:

1. Two students had been suspended.
2. Ten students who could not be contacted personally or by mail were placed in the control group.
3. Three students were located and volunteered to participate, bringing to fourteen the total in the experimental group.

Additional students were added to the two groups at the beginning of spring term. They were freshmen transfer students whose grade points fell below 2.15

at the end of their first semester at Southern Illinois University. This brought the experimental group to fifteen (those who wanted help and received it); the control group to twelve (those who were offered help but did not take advantage of it). A larger group of students would have been more desirable but there were only a small number who satisfied selection criteria for the study. Therefore, the entire group was used as a basis of comparison.

The advisers agreed with Richard Bednar and Steve Weinberg that reliable results cannot be obtained by forcing students to participate in a study. Bednar and Weinberg concluded (1970), "When volunteers are compared to 'forced' subjects, there is a much lower frequency of significant findings, a result that is based on faulty experimental procedures and does not provide a fair basis for a treatment program to demonstrate its merit under experimental conditions."[4]

Method & Procedure of Treatment

Diagnosing Learning Style. The instrument selected to diagnose each student's individual learning style was Nancy Dixon's Prescription for Learning,[5] which evaluates 52 separate factors related to learning. Among them are listening, observation, reading, persistence, mobility, tolerance, noise, and educational values. The answers were fed into a computer which analyzed each factor separately, then analyzed interrelationships among factors. After tests were scored, each student received a computer printout which explained in narrative form the instructional methods and study techniques likely to lead to success.

Cognitive Test Analysis. Advisers suggested how each learner might be affected by different environmental, emotional, sociological and physical elements that tend to inhibit or promote achievement and retention. Learning suggestions made on the basis of scores on "Prescription for Learning" tests

were presented in three sections: type of instructor, classroom experiences, and study suggestions.

The type of instructor most suitable for each person's way of learning was described. When students have a choice of instructors, they should apply the suggestions given them. When they do not have a choice, they should adapt to the teacher. At least they will have a possible explanation of why they learn less well from some instructors than they do from the type of instructor described as ideal for the individual. The types of instructors recommended to the experimental group were as follows:

Type of Instructor	No. of Students Recommended for Type of Instructor
Knowledgeable Instructor	6
Friendly/Buddy Instructor	4
Friendly	3
Paternalistic/Maternalistic	1
Many different types of instructors (not necessary for one to have any learning decision on personality of instructor)	1

The kinds of classroom experiences most appropriate for each person in the experimental group's learning style were described. Although students can learn from almost any situation, the optimum ones for this group were found to be:

Classroom Experiences	No. of Students Recommended for Classroom Experiences
Demonstration	8
Film/Slide Tape/TV	8
Simulation/Roll Play	6
Lecture	6
Audio Cassette	6
Instructor Tutoring	6
Select Evening Classes	5
Computer Drill	5
Self Paced Visual Media Package	4
Cross-Aged Tutoring	4
Select Afternoon Classes	3
Small Group Discussion	2
Hands-On/Doing	2

Classroom Experiences	No. of Students Recommended for Classroom Experiences
Select Morning Classes	1
Arrange Mobility	1
Text	1
Individual Researcher-Teacher Specified and Form	1

Suggestions were made for study habits and skills that would be most suitable for each person in the experimental group:

Study Suggestion	No. of Students Recommended for Study Suggestion
Select a Regular Study Area	15
Outline Text	14
Select a Regular Time to Study	14
Attach a Story to Fact You Want to Remember	9
Peer Tutoring	8
Field Trip	7
Study With Small Group	7
Audio Tape Classroom Lecture	6
Say Things Out Loud to Remember Them	6
Use White Sound to Block Out Noise	6
Study in the Evening	5
Study in the Afternoon	3
Use Soft Music to Block Out Noise	2
Study in the Morning	1
Explore Many Learning Techniques	1

Use of Self Management Techniques. Self-management procedures are used to attempt to understand, analyze, and control one's own behavior, as well as to follow the prescription suggestions for type of instructors, kind of classroom experiences, and study suggestions. According to Pawlicki and Connell, students are more likely to master a large goal if they can break it into small, manageable components. Following through on their own plans should lead to greater overall management of their environment, as well as to new behaviors. A planned reward established from the individual's statement of behavior develops incentive for successful completion of the task. Self-management techniques have met with success in weight reduction, cessation of smoking and improved study habit programs.[6] Thus, these techniques should be successful for students

to use while assuming responsibility for their own learning and subsequent grade point improvement.

Given instruction on the theory and system of self-management, advisers were able to help the students choose goals to improve their grade point average.

Adviser/Student Sessions. The three advisers held at least five individual sessions with the fifteen students in the experimental group. Session agendas were as follows:

First Session:

1. Listen and talk with student about defining a goal for raising grade point to at least 2.15.
2. Explain plan for improvement.
3. Take Prescription for Learning Test.
4. Set up appointment for second session.

Second Session:

1. Discuss results of student's computer printout which explains learning suggestions based on scores on the Prescription for Learning test.
2. Give aid for learning suggestions:
   (a) Outlining
   (b) Managing Study Behavior
   (c) Improving Reading Comprehension (SQ3R)
   (d) Writing Term Papers
   (e) Others as listed on printout
3. Help the student develop short and long term goals, a self contract, and rewards for accomplishment (See Appendix A).
4. Help the student set up a weekly schedule to include appropriate time for study. Explain charting of actual study time per day (See Appendix A).
5. Project grades needed in enrolled classes to obtain an overall grade point of 2.15.
6. Adjust schedules. Make program changes if necessary.
   (a) Place student in ED 200A if background is weak in reading and study skills as determined by test and individual discussion.
   (b) Assess load.
   (c) Assess balance of courses.
7. Recommend participation in workshop offered at Center for Basic Skills.
8. Set up appointment for third session.

Third Session: (before the final date for dropping a class)

1. Discuss the student's progress according to the contract during semester.
2. Secure tentative grade reports from instructors for classes in which student is enrolled.
3. Adjust schedule; drop course if necessary at this time to make possible achieving goals for which student is striving.
4. Discuss progress in accomplishing established goals and acquiring self management techniques.
5. Set up appointment for next session.

Fourth Session:

1. Before finals, discuss goals and assess contract progress.
2. Make adjustments for successful completion of goals (may need to secure help from support services on how to take a final, note taking, rapid reading, etc.)

Fifth Session: (at the beginning of Fall term, 1980)

1. Check the student's overall grade point.
2. Review goals and rewards to determine if goals were accomplished and the rewards should be collected.
3. Recycle if goals were not attained.
4. Outline steps for continued improvement of grade point if goals were attained.

A need for multiple sessions with the student seemed advisable in light of past research results. A study by Sprelberger, Weitz & Denny (1962) concluded that students who participated longer in counseling showed greatest G.P.A. improvement.[7] Further research conducted by Bednar & Weinberg in 1970 was in agreement with this earlier research.[8] It was concluded that many treatment programs fail because of underexposure.

Findings

The data presented in this study summarize the accumulated academic statistical information concerning the twenty-seven high risk students in the "Prescription for Learning" program. These data are displayed in tables.

Tables I and II summarize statistically, the data accumulated on the students who were involved voluntarily or involuntarily from Pre-Fall semester, 1979, through Spring Semester, 1980. The data included information on both transfer and native Southern Illinois University students and consist of the following items: (1) hours passed; (2) hours calculated; (3) grade point average per semester; (4) overall grade poirt average; (5) and the academic status of each student at the end of each semester.

The students in the two groups, the experimental and the control, are identified by alphabet and by numbers. The experimental group appears as E-1 through E-15 and the control group as C-1 through C-12. The names of the participants in the two groups are known only to the academic advisers involved in the research program.

Tables I and II also show other data which are significant to the study. These include the mean ($\bar{X}$) grade point averages for the students at the end of each semester and the gain or loss of grade points for each student for the duration of the program.

Other tables follow which compare GPA's within the specific groups and between the experimental and control groups at the end of Spring Semester. It can be noted that as means and S.D.'s are shown in each table, they may vary as comparisons are made within the groups. This discrepancy was caused by changes in student populations as shown in Tables I and II.

TABLE I

PARTICIPATING HIGH-RISK STUDENTS
IN THE PRESCRIPTION FOR LEARNING PROGRAM:
EXPERIMENTAL GROUP

	Prior to Fall Semester - 1979								Fall Semester - 1979								Spring Semester - 1980								Gain or loss of G.P.A.
	Hrs. Passed		Hrs. Calc.		G.P.A.			Acad Stat	Hrs. Passed			Hrs. Calc.			G.P.A		Acad Stat	Hrs. Passed			Hrs. Calc.			G.P.A			Acad. Stat.	
	Trans	S.I.U.	Trans	S.I.U.	Trans	S.I.U.	Over all		Sem Hrs	Accum S.I.U.	Accum Over all	Sem Calc	Accum S.I.U.	Accum Over all	Sem GPA	Accum S.I.U.	Accum Over all		Sem Hrs	Accum S.I.U.	Accum Over all	Sem Calc	Accum S.I.U.	Accum Over all	Sem GPA	Accum S.I.U.	Accum Over all		
E 1	44.6	15	62.6	21	1.930	1.47	1.470	Prob	5	20	66.6	5	26	88.6	2.600	1.69	1.866	Prob	7	29	73.6	5	31	93.6	1.600	1.76	1.875	Susp	+.425
E 2		58		53		2.13	2.130	G.S.	16	74	74	16	69	69	2.125	2.13	2.130	G.S.	15	89	89	15	84	84	2.400	2.17	2.170	IEP	+.042
E 3		28		25		2.08	2.080	G.S.	15	43	43	14	39	39	2.357	2.17	2.170	IEP	16	59	59	13	52	52	3.307	2.46	2.460	IEP	+.380
E 4		55		62		1.64	1.640	Prob	10	65	65	9	71	71	2.000	1.69	1.690	Prob	11	76	76	9	80	80	2.777	1.81	1.810	Prob	+.165
E 5		52		56		1.55	1.550	Prob	11	63	63	8	44	44	2.250	1.84	1.810	Prob	5	68	68	5	49	49	3.400	2.00	2.000	G.S.	+.445
E 6	76.5	16	32.5	16	1.410	2.81	1.826	G.S.	10	26	52.5	9	25	57.5	1.555	2.36	1.826	G.S.	11	37	63.5	11	36	68.5	2.909	2.52	2.000	G.S.	+.174
E 7		56		76.7		1.86	1.860	Prob	10	66	66	10	86.7	86.7	3.300	2.03	2.130	G.S.	9	82	82	13	125.1	125.1	1.769	2.02	2.020	G.S.	+.232
E 8	New	student							12	12	12	16	16	16	1.875	1.875	1.875	Prob	7	19	19	6	22	22	2.000	1.90	1.900	Prob	+.025
E 9	24	20	26	24	2.269	1.75	2.020	G.S.	11	51	55	11	35	61	1.818	1.77	1.980	Prob	8	59	63	11	46	72	1.545	1.71	1.916	Susp	-.060
E 10	3	49	3	50	2.000	2.04	2.040	G.S.	15	65	68	15	65	68	2.200	2.07	2.033	G.S.	16	80	85	16	81	84	2.313	2.12	2.119	G.S.	+.080
E 11	35		35		2.310		2.310	G.S.	11	11	46	12	12	52	1.470	1.47	2.030	Prob	14	25	60	14	51	66	2.428	1.90	2.120	Prob	+.090
E 12		51		50		2.00	2.000	G.S.	10	61	61	9	56	56	1.500	1.94	1.940	Prob	22	77	77	11	71	71	3.181	2.14	2.140	G.S.	+.140
E 13	43		50		2.080		2.080	G.S.	2	2	45	10	10	60	.200	.20	1.766	Prob	10	12	55	13	23	73	1.769	1.08	1.767	Susp	-.313
E 14	62		70		2.100		2.100	G.S.	13	13	75	12	12	82	3.500	3.500	2.300	IEP	15	28	90	15	27	97	2.266	2.81	2.242	IEP	+.140
E 15		56		52		1.80	1.800	G.S.			Dropped Out																		
Total 7					$\bar{x}$- 2.014		$\bar{x}$- 1.922								$\bar{x}$- 2.076		$\bar{x}$- 1.912								$\bar{x}$- 2.377		$\bar{x}$- 2.021		$\bar{x}$ +.099

TABLE II

NON-PARTICIPATING HIGH RISK STUDENTS
IN THE PRESCRIPTIVE TUTORIAL PROGRAM
CONTROL GROUP

	Prior to Fall Semester - 1979								Fall Semester - 1979								Spring Semester - 1980								Gain or
	Hrs. Passed		Hrs. Calc		G. P. A.			Acad Stat	Hrs. Passed			Hrs. Calc			G.P.A.			Acad Stat	Hrs. Passed			Hrs. Calc			G.P.A.			Acad Stat	Loss of
	Trans.	S.I.U.	Trans	S.I.U.	Trans	S.I.U.	Accum. Overall		Sem Hrs.	Accum S.I.U.	Accum Overall	Sem Calc	Accum S.I.U.	Accum Overall	Sem GPA	Accum S.I.U.	Accum Overall		Sem Hrs	Accum S.I.U.	Accum Overall	Sem Calc	Accum S.I.U.	Accum Overall	Sem GPA	Accum S.I.U.	Accum Overall		G.P.A.
C-1		46		69		1.49	1.49	Prob	17	63	63	17	86	86	3.000	1.79	1.79	Prob	14	79	79	12	102	102	2.785	1.97	1.970	Prob	+ .480
C-2		42		47		1.95	1.95	G.S.	14	59	59	14	61	61	2.357	2.19	2.19	HP	10	72	72	10	78	78	1.600	2.03	2.030	HP	+ .080
C-3		48		50		2.00	2.00	G.S.	0	48	48	12	62	62	0.000	1.61	1.61	Prob	0	48	48	6	68	68	0.000	1.47	1.470	Susp	- .550
C-4	24		24		2.54		2.54	G.S.	5	5	29	12	12	36	.833	.833	1.97	Prob	12	17	41	10	22	46	1.900	1.31	1.956	Susp	- .584
C-5		56		64		2.14	2.14	G.S.	6	62	62	12	76	76	.750	1.92	1.92	Prob				DOPPT	OUT						Prob	- .220
C-6		63		56		2.03	2.03	G.S.	9	72	72	13	69	69	2.153	2.05	2.05	G.S.	12	84	84	9	78	78	3.090	2.16	2.160	HP	+ .130
C-7		51		55		1.90	1.90	G.S.	14	65	65	11	66	66	2.181	1.95	1.95	G.S.	8	74	74	12	78	78	2.416	2.02	2.060	G.S.	+ .160
C-8				New Student			X		9	9	9	12	12	12	1.500	1.50	1.50	Prob	2	11	11	21	21	21	0.444	1.04	1.040	Susp	- .460
C-9		58		68		1.79	1.79	Prob	10	68	68	10	78	78	2.400	1.87	1.87	Prob	3	71	71	3	81	81	4.000	1.95	1.950	Prob	+ .160
C-10	22	29	22	28	2.11	1.78	1.94	G.S.	11	40	67	11	59	66	1.636	1.74	1.88	Prob	12	52	79	12	51	78	1.750	1.74	1.870	Susp	- .070
C-11				New Student			X		2	2	2	8	8	8	.500	.500	.500	Prob	3	8	8	12	23	23	0.050	1.100	1.100	Susp	+ .600
C-12		58		66		1.78	1.78	Prob	0	58	58	3	69	69	.000	1.71	1.71	Susp										Susp	- .070
Total	2						X=1.956								X=1.441		X=1.745								X=1.791		X=1.760		X= -.196

Table III shows that the mean GPA's indicated an increase at the end of Fall Semester, 1979, over the pre-treatment period.

TABLE III

Comparison of the GPA's Within the Experimental Group for Pre-Fall and Fall Semester, 1979

Group	Mean GPA	S.D.
Pre-Fall	1.93	.243
Fall	2.11	.828

F Critical .05 = 4.26 (Differences insignificant)
F = .491

The mean grade point averages from the end of Fall Semester to the end of Spring Semester (entire treatment period) revealed a marked improvement. Again, the differences are not significant at the .05 level. This information is shown below in Table IV.

TABLE IV

Comparison of the GPA's Within the Experimental Group for Fall, 1979, and Spring, 1980, Semesters

Group	Mean GPA	S.D.
Fall	2.09	.799
Spring	2.40	.609

F Critical .05 = 4.22 (Differences insignificant)
F = 1.275

In Table V, the differences in the grade point averages for the students from the pre-treatment period through the post-treatment period are shown to be very significant at the .05 level. The mean grade point average increased numerically by .490 GPA.

TABLE V

Comparison of the GPA's Within the Experimental Group for Pre-Fall Semester 1979 and Spring Semester 1980

Group	Mean GPA	S.D.
Pre-Fall	1.92	.238
Spring	2.41	.609

F Critical/.05 = 4.22
F = 7.095

(Differences insignificant)

Grade point averages for pre-fall and fall semesters for the control group are shown in Table VI. The loss of grade points at the end of Fall Semester is insignificant.

TABLE VI

Comparison of the GPA's Within the Control Group for Pre-Fall and Fall Semester, 1979

Group	Mean GPA	S.D.
Pre-Fall	1.96	2.57
Fall	1.53	1.01

F Critical/.05 = 4.45
F = 1.501

(Differences insignificant)

Table VII presents a comparison of the GPA's within the control group for Fall, 1979, and Spring, 1980. This table shows that the differences are insignificant.

TABLE VII

Comparison of the GPA's Within the Control Group for Fall, 1979 and Spring, 1980

Group	Mean GPA	S.D.
Fall	1.57	.916
Spring	1.55	1.07

F Critical/.05 - 4.45 (Differences insignificant)
F = 2.319

The differences in the GPA's within the control group participants for Pre-Fall and Spring Semesters are presented in Table VIII. The differences are insignificant for this group. Grade point averages for the students in the control group decreased each semester after the initial averages were computed.

TABLE VIII

Comparison of the GPA's Within the Control Group for Pre-Fall Semester and Spring Semester, 1980

Group	Mean GPA	S.D.
Pre-Fall	1.96	.284
Spring	1.92	.924

F Critical/.05 = 4.67 (Differences insignificant)
F = .020

Table IX shows the differences between the overall G.P.A.'s for the experimental and control groups at the beginning of the study, Fall, 1979, and at the end of Spring semester, 1980. The data show that the differences were not significant between the two groups at the beginning of the study, but were significant at the end of Spring semester. During Fall semester, 1979, and Spring semester, 1980, the students in the experimental group had experienced many advisement sessions with the prescribed treatment programs.

TABLE IX

The Overall Differences Between the Experimental and Control Group G.P.A. for Pre-Fall, 1979, and Spring, 1980

Group	Pre-Fall, 1979		Spring, 1980	
	Mean G.P.A.	S.D.	Mean G.P.A.	S.D.
Experimental	1.922	.243	2.04	.184
Control	1.956	.263	1.76	.384
	F critical/.05 = 4.30 F = .047 (Differences not significant)		F critical/.05 = 4.675 F = 4.26 (Differences significant)	

Table X gives the academic status of the students in the Experimental group by semesters. For the pre-Fall assessment of students in the Experimental group, there were ten students in good standing and four on probation. At the end of Spring semester, three students had been admitted to the Teacher Education Program (T.E.P.). Also, six of the students were in good standing, three on probation, and three suspended. Twelve of the original students remained in the experimental group at the end of Spring semester, 1980.

TABLE X

Academic Status of the Students in the Experimental Group from Pre-Fall, 1979, through Spring, 1980

Semester	Admitted to T.E.P.		Good Standing		Dropped Out		Probation		Suspension		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Pre-Fall			10	71			4	29			14	100
Fall	2	13.3	4	27.1	1	6.7	8	5.33			15	100
Spring	3	20	6	40			3	20	3	20	15	100

In Table XI, the academic status of the Control Group is shown by semesters. At the beginning of the program, there were seven students in good standing and three on probation. At the end of Spring semester, 1980, there had been two or 16 2/3 percent of the original group admitted to the T.E.P., one had dropped out of school, three were on probation, and six had been suspended. Five members of the original Control group in the "Prescription for Learning" Program remained at the end of Spring semester, 1980.

TABLE XI

Academic Status of the Students in the Control Group from Pre-Fall, 1979, through Spring, 1980

Semester	Admitted to T.E.P.		Good Standing		Dropped Out		Probation		Suspension		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Pre-Fall			7	70			3	30			10	100
Fall	1	8.3	2	16.7			8	66.7	1	8.3	12	100
Spring	2	16.7			1	8.3	3	25	6	50	12	100

Tables I and II reveal the mean gains or losses of the grade point averages of students in the groups. For the Experimental group, the mean gain was +.099, while for the Control group, the mean loss was -.196. It is significant that, as a group, the experimental students showed a gain in their grade point averages.

CONCLUSION:

1. Underachieving students who volunteered for treatment tended to show subsequent grade point improvement. It might be inferred that the students' grades were improved through motivation, increased study skills, better ability to select courses and instructors, personal interest, use of self-management techniques, or a combination of these and other factors.

2. The data from the study indicated that the treatment helped raise the grade points of the Experimental group; therefore, it can be concluded that the treatment should be continued for this group and for other high-risk students whose grade point averages fall below 2.15.

RECOMMENDATION:

1. The Experimental group needs to continue treatment during the next fall term or longer in order to raise their grade point averages to 2.25 so that student teaching assignments can be made at the appropriate time. After several semesters, the raising of a grade point to a projected level takes more than an additional semester or two.

2. Those students whose progressive improvement toward gaining admission into the Teacher Education Program (2.15 G.P.A.) is not evident by the end of Fall term, 1980, should be counseled into another major in which a 2.0 average is acceptable.

3. Further studies might be proposed to determine which intervention factor in the treatment program had the greatest influence on raising the grade point average of students individually and of the group as a whole.

CONTINUED TREATMENT OF PILOT GROUP

STUDY II

Permission was obtained from the Curriculum, Instruction and Media departmental chairperson to extend the 1979-1980 study of the original high-risk group of students who had received treatment to help assure their retention and increase their academic performance. The extension of the study involved giving them continued guidance through their field experience, professional semester and graduation.

At the end of the 1979-1980 school year, the differences in the G.P.A. of the experimental group were shown to be significant at the .05 level of confidence. The mean G.P.A. increased by .470. The grade point for the students in the control group had decreased, but the difference in G.P.A. at the beginning and the end of the two semesters was insignificant.

At the beginning of Fall term, 1980, Mrs. Cherry, Mrs. Jenkins and Dr. Moore sent letters to the members of the experimental group who were continuing their education at SIU, commending their improvement and asking them to make an appointment to discuss continuation of treatment. The scholastic standing of those who remained in school and agreed to continue the treatment was:

Experimental (mean 2.12)	
Probation	3
Good Standing, in T.E.P.	3
Good Standing, not in T.E.P.	6
	12
Control (mean 1.76)	
Probation	2
Good Standing, in T.E.P.	1
Good Standing, not in T.E.P.	2
	5

(Of the original fifteen in the experimental group, three were suspended. Of the original twelve in the control group, six were suspended and one dropped out of school.)

When each of the twelve students came in for their appointments, the individualized learning suggestions given from the "Prescription for Learning" test were reviewed by the adviser and each student. Included were suggestions for type of instructor, kind of classroom experiences, and study habits. After current grade point averages were discussed, short and long term goals were developed, as were self contracts and rewards for accomplishment. Students filled in weekly activity schedules that included appropriate time for study. Program changes were made if they seemed necessary. Projected grades were computed for chosen classes in order to stress what grades the student must strive for to raise their G.P.A.'s to the 2.25 needed for a student teaching assignment. Students who felt the need for aids with learning suggestions were given such help as, for example:

1. How to outline
2. Managing student behavior
3. Improving reading (SQ3R)
4. Writing term papers
5. Others as listed on Prescription

Center for Basic Skills (CBS) workshops were recommended to those who had specific needs that would be covered in our workshops. Also, appointments were made for a time slot during the week prior to the final date for dropping a class.

At the second session, the student's contract progress was discussed. Advisers secured tentative grade reports from instructors for classes in which the students were enrolled. Further discussion was held to determine continued progress in accomplishing goals and self-management techniques. If it appeared necessary, students were allowed to drop a course in order to maintain goals. Appointments were made for a third session which would occur during the week prior to finals.

At the fourth session, the students and advisers discussed goals and

assessed the contract progress. If necessary, arrangements were made to secure help from support services on how:

1. To take a final
2. To take notes
3. To read rapidly

Some of the students had more than five sessions with their advisers. They would confer with advisers on a drop-in basis as needs occurred. It was stressed to these individuals that advisers were available and willing to have these extra conferences.

Again, during the Spring semester, the four similar sessions as previously described were held with these students and the same procedure was followed as related on pages 9 and 10.

Analysis of Data

Data presented in this chapter summarize statistical information on the students who were included in the "Prescription for Learning" Program for the 1979-80 school year. New data were collected and analyzed for the same students for the 1980-81 school year. All of this information is presented in tables.

In Tables XII and XIII are shown: (a) the students' 1979 entrance status; (b) a summary of hours passed, hours calculated, grade point averages, and academic status for the 1979-80 and 1980-81 school years; and (c) the student teaching status of the students.

TABLE XII

Participating High-Risk Students
In The Prescription for Learning Program - Study II
Experimental Group

Population	Entrance Status Hrs. Passed	Entrance Status G.P.A.	A Summary of 1979-80 School Year Hrs. Passed S.I.U.	Hrs. Passed Accum.	Hrs. Calc. S.I.U.	Hrs. Calc. Accum.	G.P.A. S.I.U.	G.P.A. Accum.	Acad. Status	Fall Semester - 1980 Sem. Hrs.	Hrs. Passed Accum S.I.U.	Hrs. Passed Accum Overall	Hrs. Calc Sem. Calc.	Hrs. Calc Accu SIU	Hrs. Calc Accum Overall	G.P.A. Sem. G.P.A.	G.P.A. SIU G.P.A.	G.P.A. Accum G.P.A.	Acad. Status	Spring Semester - 1981 Hrs. Passed Sem. Hrs.	Hrs. Passed Accum. SIU	Hrs. Passed Accum Overall	Hrs. Calc. Sem. Calc.	Hrs. Calc. SIU Accu Calc	Hrs. Calc. Overall Accu Calc	G.P.A. Sem. G.P.A.	G.P.A. SIU Acc GPA	G.P.A. Overall Acc GPA	Acad. Status	Stu Tea
E-1	60.6	1.45	29	73.6	33	95.6	1.76	1.87	Susp.		S U S P E N D E D						S U S P E N D E D													
E-2	78	2.15	89	89	84	84	2.17	2.17	TEP	18	107	113	15	99	105	2.20	2,18	2.17	G.S. TEP	15	122	128	13	111	117	1.	2.14	2.13	G.S. TEP	Mr. 981
E-3	28	2.08	59	59	52	52	2.40	2.46	TEP	16	75	75	16	75	75	3.25	2,64	2.64	G.S. TEP	13	88	88	13	81	81	3.15	2.72	2.72	G.S. TEP	
E-4	55	1.64	76	76	80	80	1.81	1.81	Prob.	12	88	88	12	92	92	2.17	1.85	1.85	Prob.	13	104	104	13	108	108	3.23	2.05	2.05	G.S.	
E-5	32	1.55	48	48	49	49	2.00	2.00	G.S.		T R A N S F E R R E D		T O	A	D I F F E R E N T		C O L L E G E		A N D	M A J O R										
E-6	425	1.89	37	63.5	36	68.5	2.52	2.00	G.S.	9	45	72.5	15	49	81.5	1,61	2,28	1,92	G.S.	9	55	81.5	9	58	90.5	1,67	2,18	1,93	G.S.	
E-7	56	1.86	82	82	125.1	125.1	2.02	2.02	G.S.	12	102	102	12	127.7	127.7	3,08	2,19	2,17	G.S. TEP	11	115	113	11	138.7	138.7	3.54	2,28	2,28	G.S. TEP	811 981
E-8	12	1.87	19	19	22	22	1.90	1.90	Prob.		T R A N S F E R R E D		T O	A	D I F F E R E N T		C O L L E G E		A N D	M A J O R										
E-9	44	2.02	39	63	46	72	1.71	1.92	Susp.		S U S P E N D E D						S U S P E N D E D													
E-10	52	2.04	80	83	81	84	2.12	2.12	G.S.	15	95	101	15	96	102	2.87	2,23	2,28	G.S. TEP	14	109	115	14	110	116	2,00	2,20	2,25	G.S. TEP	811 981
E-11	46	2.05	25	60	31	66	1.90*	2.12	Prob.*																					
E-12	51	2.00	77	77	71	71	2.14	2.14	G.S.	13	98	98	10	89	89	3.50	2,43	2,43	G.S. TEP	16	114	114	13	102	102	3,00	2,50	2,50	G.S. TEP	811 981
E-13	43	2.08	12	55	23	73	1.08	1.77	Susp.		S U S P E N D E D						S U S P E N D E D													
E-14	62	2.10	28	90	27	97	2.81	2.24	TEP	15	43	105	15	42	112	2.47	2,69	2,52	G.S. TEP	18	61	123	18	60	130	2.78	2.7	2.57	G.S. TEP	811 981
E-15	56	1.80	67	67	70	70	1.98	1.78	G.S.		T R A N S F E R R E D		T O	A	D I F F E R E N T		C O L L E G E		A N D	M A J O R										
		$\bar{X}$ 1.97 SD .154						$\bar{X}$ 2.12 SD .180								$\bar{X}$2.48 SD.599										$\bar{X}$2.65 SD.668		$\bar{X}$2.28 SD.241		

* On probation with the University.

TABLE XIII
Non-Participating High Risk Students
In The Prescription for Learning Program - Study II
Control Group

Entrance Status			A Summary of the 1979-80 School Year							Fall Semester 1980									Spring Semester - 1981														Acad. Status	Student Teaching
Population	Hours Passed	GPA	Hours Passed		Hours Calculated		G.P.A.		Acad.	Hours Passed			Hours Calculated			GPA		Academic	Hours Passed			Hours Calculated			GPA								
			SIU	Accum	SIU	Accum	SIU	Accum.	Status	Sem. Hrs.	Accum SIU	Accum Overall	Sem Hrs.	Accum SIU	Accum Overall	Sem. G.P.A	Accum SIU	Accum Overall	Status	Sem Hrs.	Accum SIU	Accum Overall	Sem Hrs.	Accum SIU	Overall Accum	Sem G.P.A.	Accum. SIU	Overall Accum						
C-1	46	1.49	79	79	102	102	1.97	1.97	Prob	14	99	99	13	121	121	3.31	2.11	2.11	G.S.	9	108	108	12	133	133	1.50	2.06	2.06	G.S.		
C-2	42	1.95	72	72	78	75	2.03	2.03	G.S.	16	103	103	16	108	108	2.87	2.20	2.20	G.S. TEP	14	117	117	14	122	122	3.14	2.31	2.31	G.S. TEP	Fall 1981	
C-3	48	2.00	48	48	68	68	1.47	1.47	Susp.	SUSPENDED					SUSPENDED			SUSPENDED				SUSPENDED				SUSPENDED						
C-4	24	1.97	17	41	46	46	1.31	1.96	Susp.	SUSPENDED					SUSPENDED			SUSPENDED				SUSPENDED				SUSPENDED						
C-5	56	2.14	66	66	76	76	1.92	1.92	Dropped	DROPPED					DROPPED			DROPPED				DROPPED				DROPPED						
C-6	63	2.05	84	84	78	78	2.16	2.16	G.S. TEP	11	97	97	11	91	91	2.54	2.25	2.25	G.S. TEP	17	116	116	17	110	110	3.65	2.48	2.48	G.S. TEP	Fall 1981	
C-7	51	1.90	74	74	78	78	2.02	2.02	G.S.	9	83	86	9	87	90	3.00	2.12	2.15	G.S. TEP	4	87	90	6	93	93	2.17	2.12	2.16	G.S. TEP		
C-8	9	1.50	11	11	21	21	1.04	1.04	Susp.	SUSPENDED					SUSPENDED			SUSPENDED				SUSPENDED				SUSPENDED						
C-9	58	1.79	71	71	81	81	1.95	1.95	Prob.	TRANSFERRED TO ANOTHER COLLEGE AND MAJOR																						
C-10	56	1.94	52	79	51	78	1.74	1.87	Susp.	SUSPENDED					SUSPENDED			SUSPENDED				SUSPENDED				SUSPENDED						
C-11	2	.50	8	8	23	23	1.10	1.10	Susp.	SUSPENDED					SUSPENDED			SUSPENDED				SUSPENDED				SUSPENDED						
C-12	58	1.78	58	58	69	69	1.71	1.71	Susp.	SUSPENDED					SUSPENDED			SUSPENDED				SUSPENDED				SUSPENDED						
		$\bar{X}$ = 1.78 SD = .209						$\bar{X}$ = 1.75 SD = .387							$\bar{X}$ = 2.93 SD = .276										$\bar{X}$ = 2.62 SD = .835		$\bar{X}$ = 2.25 SD = .159						

Table XIV shows that the mean G.P.A.'s between Fall Semester, 1980, and Spring Semester, 1981, only increased by .01 grade point; this was not statistically significant.

TABLE XIV

Comparison of the G.P.A.'s Within the Experimental Group for Fall, 1980, and Spring, 1981

Group	No.	% of Original Enrollment	Mean G.P.A.	S.D.
Fall, 1980	8	53.33	2.64*	.599
Spring, 1981	8	53.33	2.65*	.668

*"F" cannot be calculated due to the small difference between the "group variance."

The differences in the grade point averages from the end of Spring semester, 1980, to the end of Spring semester, 1981, were not significant at the .05 level according to the data shown in Table XV.

TABLE XV

Comparison of the Overall G.P.A.'s Within the Experimental Group for Spring, 1980, and Spring, 1981

Group	No.	% of Original Enrollment	Mean G.P.A.	S.D.
Spring, 1980	15	100	2.12	.180
Spring, 1981	8	53.33	2.28	.241
F critical/.05 = 4.60 F = 1.922			Differences not significant	

Table XVI indicates the differences in the grade point averages from pre-Fall, 1979, through Spring Semester, 1981, were significant at the .05

level for the experimental group. The mean grade point average at the end of Spring, 1981, had increased by .310 G.P.A.

TABLE XVI

Comparison of the Overall G.P.A.'s Within the Experimental Group from the Entrance Status (Pre-Fall, 1979) Through Spring, 1981

Group	No.	% of Original Enrollment	Mean G.P.A.	S.D.
Entrance Status (Pre-Fall, 1979)	14	100	1.97	.154
Spring, 1981	8	53.33	2.28	.241

F critical/.05 = 4.60 Differences significant
F = 8.247

At the end of Spring Semester, 1980, only four control group students remained in the program and in the College of Education. The four were all admitted to the Teacher Education Program; however, comparison between the Experimental and Control groups would not be valid because of the group's high attrition rate. The differences in the grade point averages between Fall semester, 1980, and Spring semester, 1981, are shown in Table XVII and are not significant.

TABLE XVII

Comparison of the G.P.A.'s Within the Control Group for Fall, 1980, and Spring, 1981

Group	No.	% of Original Enrollment	Mean G.P.A.	S.D.
Fall, 1980	4	33.33	2.93	.276
Spring, 1981	4	33.33	2.62	.835

F critical/.05 = 5.99 Differences not significant
F = .385

Enrollment of the Control group from the end of Spring semester, 1980, through the end of Spring Semester, 1981, had dropped 66.67 percent. Table XVIII shows that the differences between the grade point averages are not significant during this period.

TABLE XVIII

Comparison of the Overall G.P.A.'s Within the Control Group for Spring, 1980, and Spring, 1981

Group	No.	% of Original Enrollment	Mean G.P.A.	S.D.
Spring, 1980	12	100	1.76	.070
Spring, 1981	4	33.33	2.25	.159
F critical/.05 = 5.99 F = 4.293			Differences not significant	

Table XIX reveals that the differences within the control group between Fall, 1979, and Spring, 1981, are significant. The table shows the drop in the enrollment during this period.

TABLE XIX

Comparison of the Overall G.P.A.'s Within the Control Group from the Entrance Status (Pre-Fall, 1979) Through Spring, 1981

Group	No.	% of Original Enrollment	Mean G.P.A.	S.D.
Entrance Status (Pre-Fall, 1979)	10	100	1.84	.209
Spring, 1981	4	33.33	2.25	.159
F critical/.05 = 5.99 F = 7.337			Differences significant	

Table XX summarizes the status of the "Prescription for Learning" Program groups (Experimental and Control) from Pre-Fall, 1979, through Spring, 1981. The table reveals that of the original fifteen students in the Experimental group, three were suspended, four dropped or changed majors, two were in good standing but had not been admitted to the Teacher Education Program, and six had either completed student teaching or were scheduled to student teach for Fall semester, 1981. The table also shows that of the original twelve students in the Control group, six were suspended, two changed majors, one was in good standing but had not been admitted to the Teacher Education Program, and three had been admitted to the Teacher Education Program. Two of these three were scheduled to student teach for Fall semester, 1981. In addition, the table shows that 53.33 percent of the original Experimental group remained in the program, whereas 33.33 percent of the original Control group remained in the program.

TABLE XX

A Summary of the Academic Status of the Experimental and the Control Groups from Pre-Fall Semester, 1979 through Spring Semester, 1981

Group	Semester	Good Standing: Admitted to T.E.P. No.	%	Good Standing: Not Admitted to T.E.P. No.	%	Dropped Or Changed Major No.	%	Probation No.	%	Suspension No.	%	Retention No.	%
Experimental No.=15	Pre-fall, 1979			10	7.43			4	28.57			*1 14+1	100 **
	Spring, 1981	6*2	40	2	13.33	4	26.67			3	20	8	53.33
Control No.=12	Pre-fall, 1979			7	70			3	30			*3 10+2	100 ***
	Spring, 1981	3*4	25	1	8.33	2	16.67			6	50	4	33.33

*1 One student was added at the end of Fall Semester, 1979
*2 One student has completed student teaching and five will student teach Fall, 1981
*3 Two students were added at the end of Fall Semester, 1979
*4 Two students will student teach Fall, 1981
** Percent of the original "experimental" group retained in the program
*** Percent of the original "control" group retained in the program

CONCLUSIONS:

Based on the data shown in the study, the following conclusions can be made:

1. After participating for two semesters in the treatment program, most students had either established successful patterns or altered their career plans.

2. Underachieving students who volunteered for continued treatment tended to show subsequent grade point improvement.

3. Continued treatment helped the students to raise and maintain their grade points to a level (2.25) that would permit student teaching.

RECOMMENDATIONS:

1. After a student participates in the program for two semesters, further treatment might be altered to meet specific needs in areas in which the student continues to be weak.

2. Treatment should be extended through the student teaching assignment to offer available support, if needed.

CONTINUATION OF TECHNIQUES & RECOMMENDATIONS FOUND IN PILOT STUDY WITH A SECOND GROUP OF STUDENTS

STUDY III

A new group of students was selected by the same procedure as the 1979-1980 group. Recommendations suggested from the results of the first study were incorporated. Therefore, the objectives of this study would be to raise the students' grade points to admissable level for the Teacher Education Program (2.15) or to raise their G.P.A. to the required level for a student teaching assignment (2.25) and successful completion of graduation requirements. Students who would not show progressive improvement toward gaining admission into the Teacher Education Program should be counseled into an alternate major in which a 2.0 average is acceptable.

Method of Selection

At the beginning of the 1980 Fall semester, the second group of students were identified through a computer printout. These freshmen, sophomores, and first semester juniors were majoring in Elementary Education, Early Childhood Education and Special Education. Twenty-seven students were contacted by letter. From the original list:

1. Fifteen volunteered to participate in the study.
2. Eleven did not acknowledge receiving the invitation.
3. One student did not want to participate.

At the beginning of the study, the scholastic standings of the twenty-six students were:

Experimental (mean 1.92)	
Probation	5
Good Standing	9
Suspended and Readmitted	1
	15
Control (mean 1.71)	
Probation	7
Good Standing	4
	11

Method and Procedure of Treatment

Diagnosing Learning Style. The students' learning styles were diagnosed through a revised version of Prescription for Learning by Nancy Dixon.[9] After the tests were computer scored, each student received a computer printout which explained in narrative form the instructional methods and study techniques likely to lead to success.

Cognitive Test. Learning suggestions, made on the basis of scores on the above, were presented in three sections: type of instructor, classroom experiences, and study suggestions.

I. TYPE OF INSTRUCTOR

The types of instructors recommended to the experimental group were as follows:

Type of Instructor	No. of Students Recommended for Type of Instructor
Paternalistic, shows personal interest in student, willing to spend a lot of time assisting student.	7
Knowledgeable in their field.	4
Informal (gets to know student on informal basis).	3
Regards student as equal.	1

II. CLASSROOM LEARNING

The test scores showed that the following factors affected classroom learning of this group:

Positive Contributions to Learning	Number
Learns Auditorially	9
Learns factor through reading	11
Reads accurately	3
Reads at fast speed	12
Meets deadlines	12
Persists in learning	7
Is on time	12
Works well in the morning	1
Works well in the afternoon	4
Works well in the evening	3
Learns by observing	3
Learns by doing	3
Works well in groups	3
Works independently	1

Factors listed above are an indication that students would be successful in classes that use the following experiences:

Small Group Discussion	2
Computer Assisted Instruction	6
Computer Drill	10
Research Paper	7
Individual Research	1
Cross-Aged Tutoring	9
Instructor Tutoring	6
Contract	8
Demonstration	3
Open Classroom	1
Film Slide Tape/TV	2
Self-Paced Visual Package	1
Self-Paced Audio-Media Package	3
Self-Paced Written Package	3
Field Trip	3
Simulation/Role Play	3
Hands-On Doing	3
Lecture	5
Audio Cassette	9
Text	4

Learning problems entailed the following factors:

Factor	No. of Students with Problem
Listening	6
Observing	12
Reading	4
Accuracy in reading comprehension	1
Tendency to be late	1
Bothered by noise	8
Needs mobility	3
Persistence in learning	8

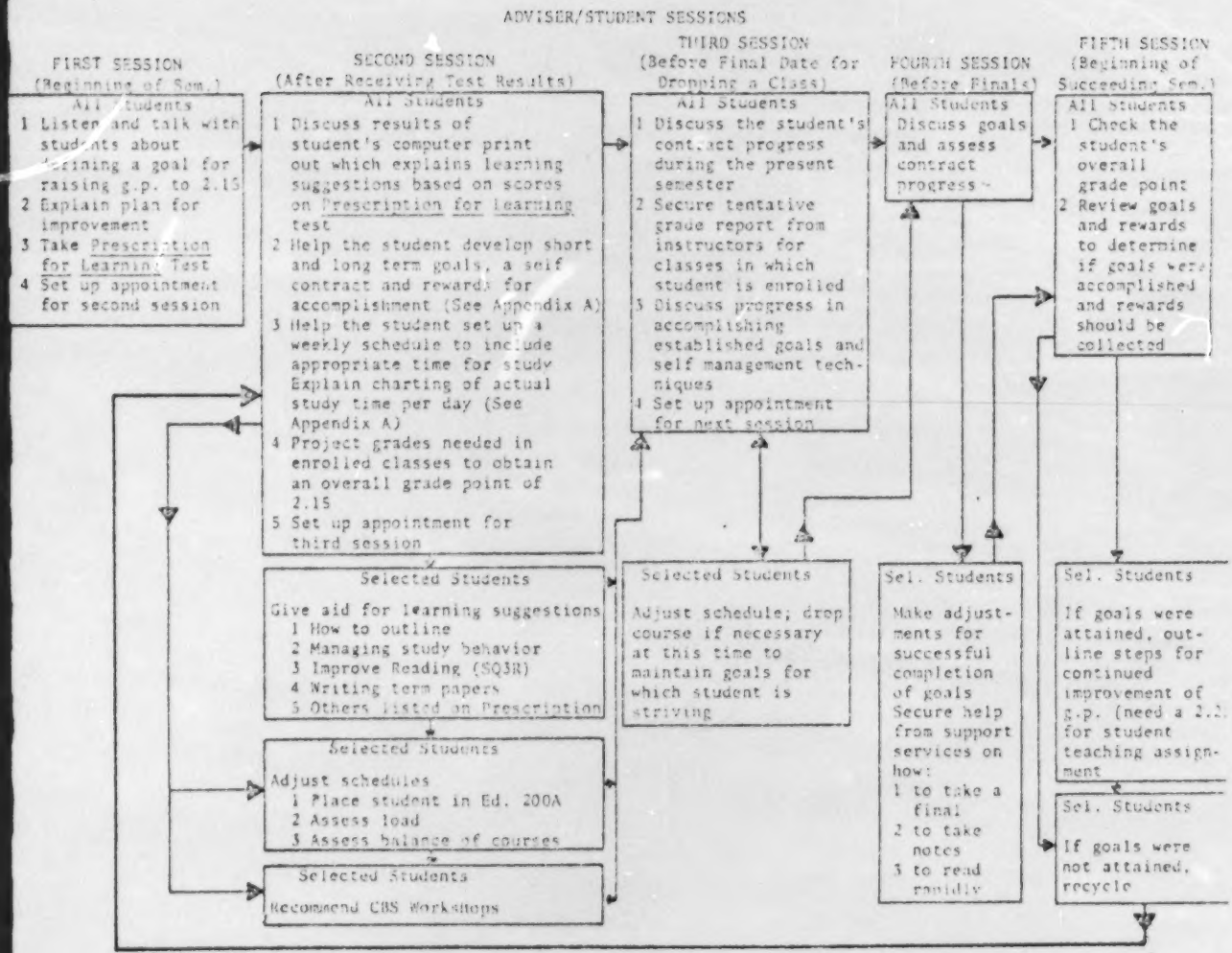
Factors above indicate the student would learn less well from the following classroom experiences:

Lecture	10
Text	11
Demonstration	12
Cross-Aged Tutoring	1
Small Group Discussion	13
Self-Paced Visual Package	5
Self-Paced Written Package	12
Computer Assisted Instruction	7
Individual Research	3
Simulation/Role Playing	1

III. STUDY SUGGESTIONS

Morning Classes	1
Afternoon Classes	3
Evening Classes	3
Arrange Mobility	3
Use White Sound to Block Noise	5
Soft Music to Block Noise	6
Active Learning	14
Key Ideas	2
Study Alone	3
Study in the Morning	1
Study in the Afternoon	3
Study in the Evening	1
Select a Regular Study Area	7
Select a Regular Time to Study	8
Study with One Other Student	1
Study Alone	3
Study in Small Groups	2
Outline Text	1
Visual Cues for Retention	3
Considering Reactions of Others to Concepts	3
Free Associate Ideas	1
Say Things Out Loud to Remember Them	9
Audio Tape Classroom Lecture	2
Attach a Story to Facts You Want to Remember	1

Adviser/Student Sessions. The three advisers had at least five sessions per semester with the fifteen students in the Experimental group. The following flow chart shows what happened during those meetings. However, during the first session of the Spring term, individually established goals and rewards were reviewed with each student in order to determine if goals had been accomplished or if the student needed to be recycled.


ADVISER/STUDENT SESSIONS
FIRST SESSION (Beginning of Sem.)
All Students
1 Listen and talk with students about attaining a goal for raising g.p. to 2.15
2 Explain plan for improvement
3 Take Prescription for Learning Test
4 Set up appointment for second session
SECOND SESSION (After Receiving Test Results)
All Students
1 Discuss results of student's computer print out which explains learning suggestions based on scores on Prescription for Learning test
2 Help the student develop short and long term goals, a self contract and rewards for accomplishment (See Appendix A)
3 Help the student set up a weekly schedule to include appropriate time for study Explain charting of actual study time per day (See Appendix A)
4 Project grades needed in enrolled classes to obtain an overall grade point of 2.15
5 Set up appointment for third session
Selected Students
Give aid for learning suggestions
1 How to outline
2 Managing study behavior
3 Improve Reading (SQ3R)
4 Writing term papers
5 Others listed on Prescription
Selected Students
Adjust schedules
1 Place student in Ed. 200A
2 Assess load
3 Assess balance of courses
Selected Students
Recommend CBS Workshops
THIRD SESSION (Before Final Date for Dropping a Class)
All Students
1 Discuss the student's contract progress during the present semester
2 Secure tentative grade report from instructors for classes in which student is enrolled
3 Discuss progress in accomplishing established goals and self management techniques
4 Set up appointment for next session
Selected Students
Adjust schedule; drop course if necessary at this time to maintain goals for which student is striving
FOURTH SESSION (Before Finals)
All Students
Discuss goals and assess contract progress
Sel. Students
Make adjustments for successful completion of goals
Secure help from support services on how:
1 to take a final
2 to take notes
3 to read rapidly
FIFTH SESSION (Beginning of Succeeding Sem.)
All Students
1 Check the student's overall grade point
2 Review goals and rewards to determine if goals were accomplished and rewards should be collected
Sel. Students
If goals were attained, outline steps for continued improvement of g.p. (need a 2.2 for student teaching assignment
Sel. Students
If goals were not attained, recycle

Again, during Spring semester, some students felt the need for more than five sessions. Requests for additional meetings were honored.

Analysis of Data

The data presented in this chapter reveal information concerning a new group of high-risk students who were participants or non-participants in the "Prescription for Learning" Program begun in Fall, 1980. There were fifteen participants and eleven non-participants in the study.

These data are presented in tabular form in Tables XXI and XXII and include information from pre-Fall, 1980, through Spring, 1981, concerning: (1) hours passed; (2) hours calculated; (3) grade point averages per semester; (4) overall grade point averages; and (5) the academic status of each student at the end of each semester. Mean ($\overline{X}$) grade point averages and S.D. are also shown for each semester in Tables XXI and XXII.

TABLE XXI

Participating High Risk Students
In the Prescription for Learning Program During the
1980-81 School Year Experimental Group - Study 3

Prior to Fall Semester - 1980									Fall Semester 1980									Spring Semester 1981								
Population	Hrs. Passed Trans.	Hrs. Passed SIU	Hrs. Calc. Trans.	Hrs. Calc. SIU	G. P. A. Trans.	G. P. A. SIU	G. P. A. Overall GPA	Academic Status	Hrs. Passed Sem. Hrs.	Hrs. Passed SIU Accum.	Hrs. Passed Overall Accum.	Hours Calculated Sem. Hrs.	Hours Calculated SIU Accum.	Hours Calculated Overall Accum	G. P. A. Sem. G.P.A.	G. P. A. SIU Accum.	G. P. A. Overall Accum.	Acad. Status	Hours Passed Sem Hrs.	Hours Passed SIU Accum	Hours Passed Overall Accum	Hours Calculated Sem Hours	Hours Calculated SIU Accum	Hours Calculated Overall Accum	G. P. A. Sem G.P.A.	G. P. A. SIU Accum.	G. P. A. Overall Accum.	Academic Status
E-1	3	37	3	46	2.00	2.00	2.00	G.S.	11	51	54	10	56	59	1.50	1.80	1.81	Prob.	11	62	65	11	67	70	2.36	1.98	1.98	Prob.
E-2		28		32		2.03	2.03	G.S.	18	46	46	18	50	50	2.61	2.24	2.24	G.S. ITP	17	63	63	16	66	66	3.19	2.46	2.46	ITP
E-3	64		67		2.14		2.14	G.S.	3	3	67	3	3	70	1.00	1.00	2.10	G.S.	DROPPED OUT								
E-4	51		57		2.052		2.052	G.S.	DROPPED OUT										8	8	59	8	8	65	1.50	1.50	1.98	Prob.
E-5	36	2	48	6	2.200	1.000	2.07	Prob.	13	15	51	10	16	64	4.00	2.87	2.37	G.S. ITP	11	26	62	14	30	78	1.14	2.06	2.15	Susp.
E-6		9		21		0.851	0.851	Susp.	4	13	19	8	29	29	.25	.68	.68	Susp.	SUSPENDED								
E-7	62		70		2.057		2.06	G.S.	9	9	71	8	8	78	1.50	1.50	2.00	Prob.	13	22	84	13	21	91	2.384	2.04	2.06	G.S.
E-8	3	39	3	49	3.000	2.02	2.07	G.S.	8	47	50	11	60	63	1.64	1.95	1.98	Prob.	14	61	64	14	74	77	2.571	2.06	2.103	G.S.
E-9		55		52		1.80	1.80	Prob.	14	67	67	17	69	69	2.000	1.85	1.85	Prob.	11	78	78	14	83	83	1.92	1.87	1.87	Susp.
E-10	6		6		2.000		2.000	G.S.	15	15	21	15	15	21	2.73	2.73	2.52	G.S.	13	28	34	10	25	31	3.00	2.84	2.67	G.S.
E-11		20		27		1.856	1.86	Prob.	12	32	32	12	39	39	3.17	2.25	2.25	G.S.	DROPPED/TRANSFERRED TO ANOTHER COLLEGE AND MAJOR								G.S.
E-12		56		63		1.90	1.90	Prob.	8	64	64	5	68	68	2.60	1.95	1.95	G.S.	14	82	82	14	86	86	3.50	2.16	2.16	ITP
E-13	31	32	39	34.6	1.25	2.55	1.86	Prob.	12.5	44.5	75.5	8	42.6	81.6	2.37	2.44	1.87	G.S.	9	53.5	84.1	9	51.6	90.6	2.00	2.37	1.84	G.S.
E-14	58		60		2.10		2.10	G.S.	5	5	63	4	4	64	2.00	2.00	2.06	G.S.	4	9	67	4	8	68	1.00	3.00	2.20	G.S. ITP
E-15		24		24		2.00	2.00	G.S.	10	34	34	12	41	41	1.85	1.95	1.95	Prob.	11	45	45	11	52	52	1.82	1.92	1.92	Prob.
N = 15 SD							$\bar{X}$ 1.92 SD .301	no. 15						$\bar{X}$ 2.09 SD .902			$\bar{X}$ 1.97 SD .410	No. 14						$\bar{X}$ 2.45 SD .810		$\bar{X}$ 2.12 SD .22	No. 12	

1 On probation with university
2 6 hours military credit
3 On probation with university
4 Good standing with university

TABLE XXII

Non-Participating High Risk Students
In the Prescription for Learning Program
for the 1980-81 School Year
Control Group - Study III

Pre-Fall 1980									Fall Semester 1980									Spring Semester 1981								
Matriculation	Hrs. Trans	Passed SIU	Hrs. Calc. Trans	SIU	G.P.A Trans.	SIU	Overall G.P.A	Acad. Status	Hrs. Sem	Passed Accum SIU	Accum Overall	Hrs. Calc. Sem	Calc. Accum SIU	Accum Overall	G. P. A. Sem G.P.A.	SIU Accum	Overall Accum	Acad Status	Hours Sem Hrs.	Passed Accum SIU	Accum Overall	Hours Calc. Sem Calc.	Calc. Accum SIU	Accum Overall	GPA Sem GPA	Accum SIU	Accum Over-all	Acad Status
C-1									12	38	38	11	37	37	1.54	2.000	2.000	G.S.	14	52	52	14	51	51	1.93	1.98	1.98	Prob.
C-2	51	9	39	9	1.790	2.22	1.79	Prob.	1	10	41	3	12	60	.000	1.66	1.50	Prob.	Inc.	10	41	Inc.	12	60	.000	1.66	1.50	Prob.
C-3		26		26		1.73	1.73	Prob.	DROPPED									DROPPED	12	38	38	12	38	38	1.75	1.73	1.73	Susp.*1
C-4		42		48		2.00	2.00	G.S.	8	53	53	8	59	59	2.00	1.94	1.94	Prob.	9	62	62	12	71	71	2.00	1.95	1.95	G.S.
C-5									8	57	57	11	40	40	.64	1.92	1.92	Prob.	11	48	48	8	48	48	1.62	1.87	1.87	Prob.
C-6		51		57		2.03	2.03	G.S.	14	65	65	12	69	69	2.58	2.15	2.30	G.S.	10	75	75	10	79	79	2.60	2.18	2.18	G.S.
C-7		36		45		1.73	1.73	Prob.	5	41	41	12	54	54	1.17	1.70	1.70	Susp.	---	------	------	------	-----	------	-----	-----	-----	Susp.
C-8	63		69		2.057		2.06	G.S.	8	0	69	14	14	83	0.86	0.857	1.86	Prob.	10	10	79	9	23	92	2.67	1.56	1.93	Prob.
C-9		3		11		.81	.81	Prob.	12	15	15	12	23	23	3.83	2.39	2.39	G.S.	12	27	27	11	37	37	2.27	2.16	2.16	G.S.
C-10		21		32		1.43	1.43	Prob.	7	28	40*2	10	42	42	1.100	1.35	1.35	Susp.										Susp.
C-11	3	24	3	24	2.000	1.83	1.85	Prob.	13	38	41	37	37	40	2.38	2.02	2.02	G.S.	13	51	54	13	50	53	2.15	2.06	2.06	G.S.
						$\bar{X}$ 1.71		No. 9							$\bar{X}$ 1.66		$\bar{X}$ 1.90	No.10							$\bar{X}$ 1.89		$\bar{X}$ 1.92	No.11
						SD .369									SD .106		SD .305								SD .746		SD .201	

*1 Readmitted for summer and fall, 81
*2 Passed 12 hours of CLEP

Grade point averages were compared within and between the experimental and control groups at the end of each semester. Table XXIII shows the mean GPA's within the experimental group for Pre-Fall and Fall Semester, 1980. The differences were not significant.

TABLE XXIII

Comparison of the GPA's Within the Experimental Group for Pre-Fall and Fall Semester, 1980

Group	Mean GPA	S.D.
Pre-Fall	1.92	.301
Fall	2.09	.902
F critical .05=4.21 F = .424	(Differences not significant)	

Although the mean GPA from Fall, 1980 to Spring, 1981 increased from 2.09 to 2.45, the differences were not significant. This information is shown in Table XXIV.

TABLE XXIV

Comparison of the GPA's Within the Experimental Group for Fall, 1980 and Spring, 1981 Semesters

Group	Mean GPA	S.D.
Fall	2.09	.902
Spring	2.45	.810
F Critical/.05=4.26 F = 1.097	(Differences not significant)	

Table XXV shows that the mean GPA for the Experimental group increased from 1.92 at the beginning of Fall Semester, 1980, to 2.48 at the end of Spring Semester, 1981. This difference was significant at the .05 level. The period covered pre-treatment through post-treatment.

TABLE XXV

Comparison of the GPA's Within the Experimental Group for Pre-Fall Semester, 1980 and Spring Semester, 1981

Group	Mean GPA	S.D.
Pre-Fall	1.92	.301
Spring	2.48	.810
F critical/1.05=4.24 F = 5.046	(Differences significant)	

For the Control Group, Table XXVI shows that the mean GPA within the group was not significantly different from Pre-Fall through Fall Semester, 1980. The mean GPA's dropped from 1.71 to 1.61.

TABLE XXVI

Comparison of the GPA's Within the Control Group for Pre-Fall and Fall Semester, 1980

Semester	Mean GPA	S.D.
Pre-Fall	1.71	.369
Fall	1.61	.106
F critical/.05=4.45 F = .070	(Differences not significant)	

Table XXVII shows that the mean G.P.A.'s increased from 1.61 for Fall semester, 1980, to 1.89 for Spring semester, 1981. Differences were insignificant.

TABLE XXVII

Comparison of the GPA's Within the Control Group for Fall Semester, 1980 and Spring Semester, 1981

Group	Mean GPA	S.D.
Fall, 1980	1.61	.106
Spring, 1981	1.89	.746
F critical/.05=4.45 F = .347	(Differences not significant)	

In Table XXVIII, comparisons of the GPA's for Pre-Fall, 1980 and Spring, 1981 semesters are shown. The differences were insignificant. However, the table does show the GPA increased from 1.71 at Pre-Fall, 1980 to 1.89 at the end of Spring, 1981.

TABLE XXVIII

Comparison of the GPA's Within the Control Group for Pre-Fall Semester, 1980 and Spring Semester, 1981

Group	Mean GPA	S.D.
Pre-Fall 1980	1.71	.369
Spring, 1981	1.89	.746
F critical/.05=4.49 F = .347	(Differences not significant)	

A summary of data shown in Tables XXIII through XXVIII indicates that the only significant differences in grade point averages occurred in the Experimental group for Pre-Fall Semester, 1980, and Spring Semester, 1981. This was shown in Table XXV. However, it should be noted that for the Experimental group, grade point averages increased each semester, whereas, according to Table XXVI, the grade point averages for the Control group dropped for Fall semester, 1980.

Table XXIX shows the differences between the accumulated overall G.P.A.'s for the Experimental and the Control groups at the beginning of Fall semester, 1980, and at the end of Spring semester, 1981. The differences were not significant for either period.

TABLE XXIX

The Overall Differences Between the Experimental and Control Group G.P.A.'s for Pre-Fall, 1980, and Spring, 1981

	Pre-Fall, 1980		Spring, 1981	
Group	Mean G.P.A.	S.D.	Mean G.P.A.	S.D.
Experimental	1.92	.301	2.12	.229
Control	1.71	.368	1.92	.201
	F critical/.05 = 4.30 F = .047 (Differences not significant)		F critical/.05 = 4.38 F = 3.571 (Differences not significant)	

Table XXX reveals that at the end of Spring Semester, 1981, the academic status of the original fifteen students in the Experimental group was as follows: (a) suspension - 2; (b) good standing, admitted to the Teacher Education Program - 4; (c) good standing, not admitted to the Teacher Education Program - 4; (d) dropped out - 2; (e) probation - 3.

TABLE XXX

Academic Status of the Students in the Experimental Group from Pre-Fall, 1980 through Spring, 1981

Semester	Good Standing				Total	Dropped Out		Probation		Suspension		Total	
	Admitted to TEP		Not admitted to TEP										
	No.	%	No.	%	No.	No.	%	No.	%	No.	%	No.	%
Pre-Fall			9	60.00	9			6	40.00			15	100
Fall	2	13.33	6	40.00	8	1	6.67	5	33.33	1	6.67	15	100
Spring	4	26.67	4	26.67	8	*2	13.33	3	20.00	2	13.33	15	100

*One student transferred to another college

The academic status of the students in the Control group at the end of Spring Semester, 1981, is noted as follows in Table XXXI: (a) suspension - 3; (b) good standing, admitted to the Teacher Education Program - 1; (c) good standing, not admitted to the Teacher Education Program - 3; and (d) probation - 4. One student dropped out Fall Semester, 1980, returned Spring Semester, 1981, and was suspended at the end of Spring Semester, 1981.

TABLE XXXI

Academic Status of the Students in the Control Group from Pre-Fall, 1980, through Spring, 1981

Semester	Good Standing				Total	Dropped Out		Probation		Suspension		Total	
	Admitted to TEP		Not admitted to TEP										
	No.	%	No.	%	No.	No.	%	No.	%	No.	%	No.	%
Pre-Fall			3	33.33	3			6	66.67			9	100
Fall			4	36.365	4	1	9.09	4	36.365	2	18.18	10	100
Spring	1	9.095	3	27.265	4			4	36.365	3	27.36	11	100

Table XXXII summarizes the academic status of the students in the

"Prescription for Learning" groups from pre-Fall, 1980, through Spring, 1981. The table shows that fifteen students made up the population of the Experimental group, of whom eight students were in good standing (four admitted to the T.E.P.), two dropped or changed majors, three were on probation and two students had been suspended. Eleven students had been retained in the program. The data for the control group revealed that of the original eleven students in the program, four were in good standing (one admitted to the T.E.P.), four were on probation, and three were suspended. Eight students in the study were retained. The table shows that the percentages of students from the experimental and control groups retained in the program were almost identical; however, a larger percentage of the experimental group (53.34) were in good standing than were in the control group (36.36).

TABLE XXXII

A Summary of the Academic Status of the Experimental and the Control Groups at the end of Spring Semester, 1981

Group	Good Standing						Dropped or Changed Major		Probation		Suspension		Retention	
	Admitted to TEP		Not Admitted to TEP		Total									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Experimental No. = 15	4	26.67	4	26.67	8	53.34	2	13.33	3	20.00	2	13.33	11	73.33
Control No. = 11	1	9.09	3	27.27	4	36.36			4	36.36	3	27.28	8	72.72

CONCLUSIONS:

Based on the data from the study, the following can be concluded:

1. Students in the experimental group showed a larger gain in G.P.A. at the end of the 1980-81 school year than those who were in the control group; therefore, the gain can be attributed to treatment received by these students.

2. A larger number of students in the control group were on academic probation or were suspended than those in the experimental group. This seems to indicate a lower attrition rate among those students who received the special treatment.

RECOMMENDATIONS:

1. The treatment could be expanded to include underachieving students with other majors who wish to take advantage of planned assistance.

2. It may be appropriate to require a select group of readmitted students to go through the treatment program. Helping previously scholastically suspended students to set their own goals and aiding them to persevere by the use of self-management techniques may prevent them from repeating past mistakes.

3. Screen students at 2.25 instead of 2.15 for treatment since student teaching is the ultimate goal. This would offer aid to students inclined to be more highly motivated.

4. Enlist information from student teaching supervisors concerning the student's progress while student teaching. Valuable input could be given to the supervisor to help the student continue the success pattern.

5. A further study could be proposed which would make use of an exit interview to determine which intervention factor in the treatment program had a greater influence on raising the student's grade point.

FOOTNOTES

[1]Stevens, Terri J., "Working to Retain Admitted Students," National ACA Journal, Vol. 23, p. 39.

[2]Austin, Alexander W., Preventing Students from Dropping Out, Jossey-Bass Pub., San Francisco, 1975, p. 2.

[3]Garrett, Henry E., and Woodworth, R.S., Statistics in Psychology and Education, Longmans, Green & Co., New York, NY, p. 303.

[4]Bednar, Richard, and Weinberg, Steve. "Ingredients of Successful Treatment Programs for Underachievers," Journal of Counseling Psychology, 1970, Vol. 17, No. 1, p. 6.

[5]Dixon, Nancy, Prescription for Learning Test Booklet, University of Texas, Department of Curriculum and Instruction, Austin, Texas, pp.1-30.

[6]Powlicki, Lynn and Connell, Charles. "Helping Marginal Students Improve Academic Performance through Self-Management Techniques," NACADA Journal, Edward Jones, Editor 1981, by NACADA Assoc.

[7]Sprelberger, C.D.; Weitz, H.; and Denny, J.P. Journal of Counseling Psychology, 1962, 3, p. 195.

[8]Bednar, Richard, and Weinberg, Steve, op. cit., p. 3.

[9]Dixon, Nancy, op. cit., p. 1-29.

[10]Williams, Robert, and Long, James. Toward A Self Managed Life Style, Boston: Houghton Mifflin Co., 1975, p. 111.

[11]Ibid., p. 114.

BIBLIOGRAPHY

Austin, Alexander W. Preventing Students from Dropping Out, Jossey-Bass Pub., San Francisco, 1975, p. 2.

Bednar, Richard and Weinberg, Steve. "Ingredients of Successful Treatment Programs for Underachievers," Journal of Counseling Psychology, 1970, Vol. 17, No. 1.

Bracht, G.H. "Experimental Factors Related to Aptitude-Treatment Inter-Actions." Review of Educational Research. 40 (1970) p. 627-641.

Cross, Patricia. Beyond the Open Door, Jossey-Bass, Inc., Pub., San Francisco, 1974.

Dunn, Rita and DeBello, Thomas, with Brennan, Patricia; Krimsley, Jeff; and Murrain, Peggy. "Learning Style Researchers Define Differences Differently." Journal of Educational Leadership. February 1981. p. 372-375.

Garrett, Henry E. and Woodworth, R.S. Statistics in Psychology and Education, Longsman, Green & Co., New York, NY, 1958.

Hunt, David E. "Learning Style and Student Needs: An Introduction to Conceptual Level." National Association of Secondary School Principals. 1979, p. 27-38.

Perry, Jr., William G. Forms of Intellectual and Ethical Development in the College Years - A Scheme, Bureau of Study Counsel, Harvard University, Holt, Rinehart and Winston, Inc., New York, 1970.

Pawlicki, Lynn and Connell, Charles. "Helping Marginal Students Improve Academic Performance through Self-Management Techniques," NACADA Journal, Edward Jones, Editor, 1981, by NACADA Assoc.

Sprelberger, C.D.; Weitz, H.; and Denny, J.P. Journal of Counseling Psychology, 1962, p. 3.

Stevens, Terri J. "Working to Retain Admitted Students," National ACAC Journal, Vol. 23, p. 39-42.

Williams, Robert and Long, James. Toward A Self-Managed Life Style. Boston: Houghton Mifflin Co., 1975.

APPENDIX A

PRESCRIPTION FOR LEARNING

Learning suggestions are made for you on the basis of your scores on the "Prescription for Learning Test" you took recently. The type of instructor most suitable for your way of learning is _____

_____.

The kind of classroom experiences that are most appropriate to your learning style are _____

_____

_____.

You cannot always choose the instructor for all of your classes and you may not always be able to choose instructional methods that are the best for you. However, the study habits and skills that are most suitable for you can be managed by you. You can avoid trouble, develop new skills, explore exciting materials, manage your time, and best of all, control your own destiny if you develop effective study habits and skills.

Select a Goal

1. How many minutes a day do you presently spend studying? _____

2. Set a goal for the amount of time you are going to study. (Do not start out with too severe a schedule. Ten minutes per day and gradually increase to maximum amount) _____

Recording Quantity and Circumstances of Behavior

1. Why are you having trouble studying and/or completing your assignments?
   A. Is it the time of day? _____
   B. Is it the location where you study? _____
   C. Do you spend more tine thinking about studying rather than actively studying? _____

d. Is it some other factor?
If so, what? _____

_____

_____

_____

2. What changes can you make to overcome the problems you have listed in #1? (refer to Study Suggestions on "Prescription for Learning") _____

_____

_____

_____

3. Do you attend class regularly? If not, why? _____

4. Do you have trouble paying attention in class? _____

5. What % of the time do you listen and comprehend during each class? _____

6. How can you increase the % of time you listen and comprehend while in class? _____

_____

7. Do you participate in class discussion? _____

8. How can you begin to participate in class discussion? _____

_____

Treatment Program

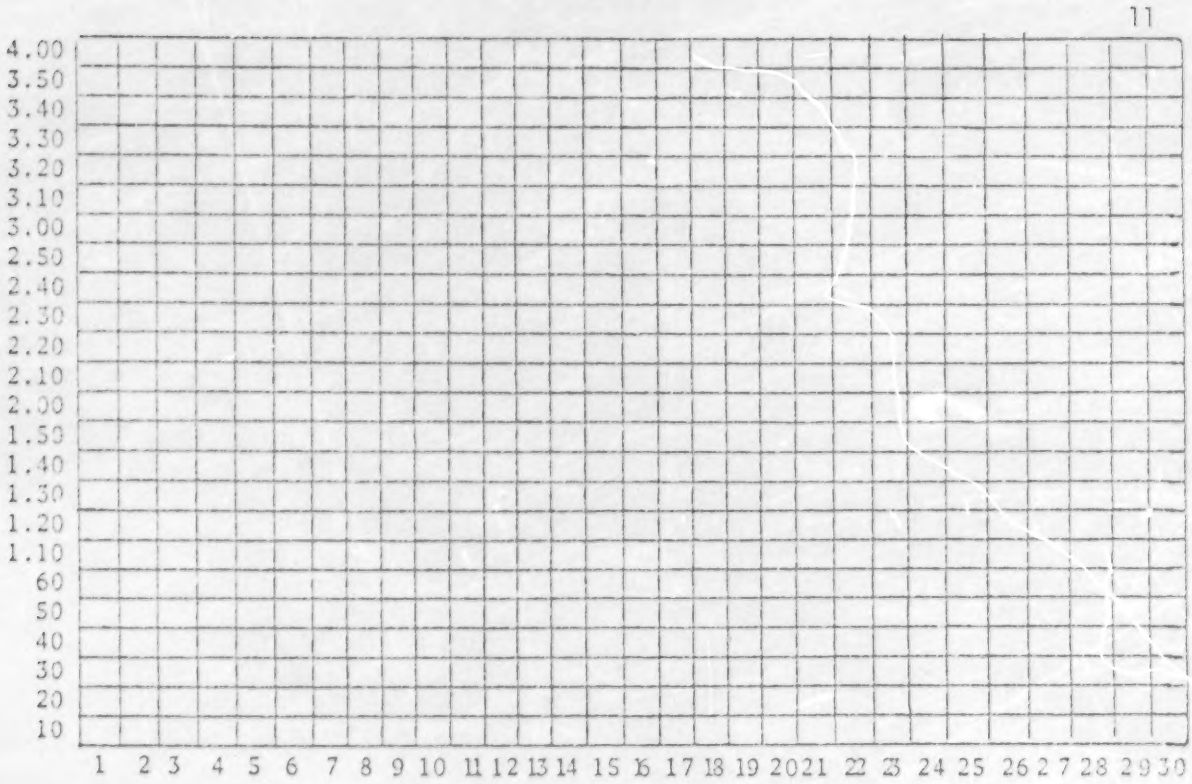
1. Where are you going to study? _____
   (Restrict the number of places where you study)

2. What time will you study? Fill in the schedule below of all activities.
   (Recommend 15-20 hrs. per week for study time with 15 hrs. of credit)

Activity Schedule [10]

Time	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							

3. Chart your time of actual study time per day.
(Begin with at least ten minutes per day and gradually increase your study time until you reach the maximum time set up on the Activity Schedule.)



4. What rewards will you receive for following the prescribed activity schedule? (Write contract in which rewards occur contingent upon goal behavior)

SHORT TERM

LONG TERM

3. Record or chart improvement of _____

4. Record rewards earned.

   A. Short Term. _____

   B. Long Term. _____

APPENDIX B

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

College of Education
Academic Advisement

Dear

We are interested in assisting you in your academic progress so that you can be admissable to the Teacher Education Program (2.15 grade point required). The advisers have been working to develop some strategies to help you meet this goal.

You have been assigned to work with
Please come in to see her at . If this time is not convenient, please call her at 453-4394 to make arrangements for a suitable appointment. This meeting could be very important to your future progress. Please bring this letter with you when you come for your appointment.

If you are strongly committed to the continuation of your educational preparation to be a teacher, I would urge you to take advantage of this opportunity to help improve your academic standing at Southern Illinois University.

Sincerely,

Jeannette Jenkins

JJ/dt